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DEPARTMENT OF THE AIR FORCE
Aerospace Basic Course (AETC)
Maxwell Air Force Base, Alabama 36112

LESSON PLAN

A5010 - CONFLICT

CONTENTS

<u>Title</u>	<u>Page</u>
Record of Changes	
Educational Goal	A5010-G-1 thru A5010-G-2
Instructional Plan.....	A5010-P-1 thru A5010-P-22

RECORD OF CHANGES

CHANGE NUMBER	REMARKS
New Lesson plan	Replaces lesson 1105 dated 7 Aug 00
C1	Standardized examples, incorporated handout and added IOP timeline.
C2	Corrected SOBs and changed video

SUMMARY OF CHANGES

- C1: Added examples for the spectrum of conflict.
- C1: Added the Conflict Resolution model, with examples.
- C1: Added a Gulf War timeline to allow discussion of IOPs.
- C2: Used appropriate wording on SOBs to reflect desired action.
- C2: Replaced Saving Private Ryan video with US Air Force video.
- C2: Removed HO of Conflict Resolution model and added it to student reading with text.

EDUCATIONAL GOALS

A5000 Area Objective: Comprehend the relationships between geopolitical issues, conflict, and US Instruments of National Power.

A5010 – CONFLICT

Lesson Objective 1: Comprehend the nature of conflict.

Sample of Behavior:

(R/S) 1.1 - Define the elements of the spectrum of conflict.

(R/S) 1.2 – Distinguish between the levels on the spectrum of conflict

Lesson Objective 2: Know the three classifications of MOOTW operations.

Sample of Behavior:

(R/S) 2.1 - List the three classifications of MOOTW operations.

Lesson Objective 3: Comprehend the US instruments of power and when they are used.

Sample of Behavior:

(R/S) 3.1 - Identify the US instruments of power.

(S) 3.2 – Given a scenario identify which US IOP is used.

Lesson Objective 4: Explain the levels of US national interests.

Sample of Behavior:

(R/S) 4.1 – Given a scenario match it to the appropriate US national interests.

Lesson Objective 5: Describe conflict resolution and why nations stop fighting.

Samples of Behavior:

(R/S) 5.1 – Match the characteristics of each phase of the conflict resolution model.

(R/S) 5.2 - State the three reasons why nations stop fighting.

Lesson Objective 6: Know the importance of a well-defined end state.

Sample of Behavior:

(R/S) 6.1 - List the benefits of a well-defined end state.

Lesson Description: This faculty led guided seminar introduces students to the concept of conflict. Students discover the nature of conflict by exploring the entire spectrum of conflict and the varying levels of US national interests. It is especially important to mention military operations other than war (MOOTW) and how we should expect more MOOTW. The seminar will discuss our instruments of power (IOP) and use the Gulf War as a case study on how varying degrees of IOPs were used throughout the conflict. Finally, the students will learn about conflict resolution and the importance of well defined end-states.

Prerequisite(s): None.

Preparation:

Read A5010-R-1 thru A5010-R-6

Read the following sections of the current National Security Strategy:

- Pages 3- 5, Preface
- Pages 5- 6, National Interests
- Pages 7- 8, A Strategy of Engagement
- Pages 16-18, Military Activities
- Pages 26-27, The Decision to Employ Military Forces

Rationale/Linkage: This lesson provides the basis for discussing (in future lessons) the role aerospace power can play in conflict. By defining conflict and looking at why the United States fights, and why a nation stops fighting, we lay the ground work for students to discuss how aerospace power can be brought to bear in different kinds of conflicts.

INSTRUCTIONAL PLAN

1. TITLE AND LENGTH OF LESSON: Conflict (1:30)

2. RELATION TO OTHER INSTRUCTION: *Conflict* is the beginning of students' exposure to the many ways nations exert power. Before they begin studying core competencies, students will understand that nations do not always use outright war to resolve differences.

3. GENERAL METHOD OF INSTRUCTION:

a. Presentation Method: Guided Discussion

b. Time Outline:

Segment Time	Total Time	Description
0:05	(0:05)	Introduction
0:25	(0:30)	MP I: Elements of the Spectrum of Conflict
0:30	(1:00)	MP II: Instruments of Power
0:15	(1:15)	MP III: War Termination
0:10	(1:25)	MP IV: End states
0:05	(1:30)	Conclusion

c. Instructor Preparation:

- Review this lesson plan
- Read A5010-R-1 thru A5010-R-6
- Review AFDD 2-3, MOOTW
- Read *A National Security Strategy for a New Century*, Dec 1999
- Ensure enough copies of all handouts are available prior to class

d. Instructor Aids/Handouts:

- Video Clip: *Saving Private Ryan*
- A5010-HO1- "Conflict Resolution Model"

e. Student Preparation:

Read A5010-R-1 through A5010-R-6

Read the following sections of the current National Security Strategy:

- Pages 3-5, Preface
- Pages 5-6, National Interests
- Pages 7-8, A Strategy of Engagement
- Pages 16-18, Military Activities
- Pages 26-27, The Decision to Employ Military Forces

f. Strategy:

This lesson is designed to be a guided discussion (facilitation). Use the questions as a guide to direct students' thoughts around the subject matter. Begin by drawing a definition of conflict from the students, and get them to realize that conflict is a broad category. Get them to suggest specific types of conflict, and take them through the Spectrum of Conflict. Make sure to point out MOOTW in the spectrum. Once students have an understanding of what conflict entails, ask them what causes conflict between nations. Use this as a lead-in to discussing the levels of US national interests. Point out that the three levels of US national interests are one perspective, and remind students that other nations/administrations might have different levels of interests. From there, lead students into an examination of how and why conflicts are resolved. This will include a look at the instruments of power. To aid in the discussion about the instruments of power, use the handout entitled Conflict Resolution Model. When soliciting reasons from students for why nations stop fighting, guide their inputs into Engelbrecht's three reasons. Discuss the three reasons nations stop fighting, but be sure to point out that this is a model that assumes rational behavior during conflict. Having discussed why nations stop fighting, guide students to the topic of end states. Solicit historical examples of well and poorly defined end states and emphasize the importance of the latter.

g. References:

1. *A National Security Strategy for a New Century*, Dec 1999
2. AFDD 2-3, *MOOTW*, 3 July 2000
3. Joseph A. Engelbrecht Jr., "War Termination: Why Does a State Decide to Stop Fighting", (PhD Thesis, Columbia Univ, 1992)
4. Freedman and Karsh, *The Gulf Conflict, 1990-1991 Diplomacy and War in the New World Order*, Princeton Univ Press, 1993

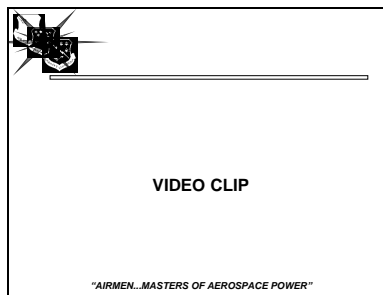
4. DETAILS OF INSTRUCTION

a. Introduction: (0:05) (0:05)

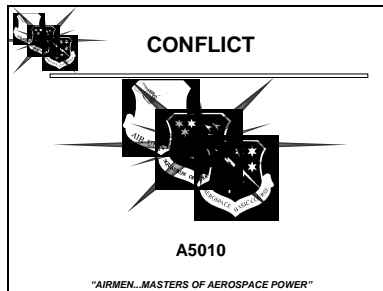
1) //Attention Step//

{Instructor Note: This video contains a variety of images from WWII, Korea, Vietnam, Operation URGENT FURY/JUST CAUSE and DESERT STORM. Basically showing a variety of conflict from Total war, limited war, and MOOTW. In addition, shows several wounded and killed soldiers.}

[SLIDE] Video: edited video *Combat: The Constant Reality* (3:28 min).



[SLIDE]



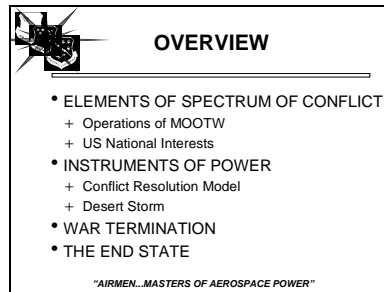
Maybe you've heard that the mission of the Air Force is to "Fight and win the nation's wars," or something to that effect. This is not always the case. That video clip showed what could happen when conflict escalates into armed conflict involving the military. Once the military is involved, thousands of lives are at stake. It is important that you understand conflict and everything we teach here at ABC because what we do can get people killed. We are in a serious business with very serious consequences, so we continually educate ourselves on all aspects of our Air Force family business.

2) //Motivation//

The United States engages other nations in many more ways than just war. We use the military in many of these non-war situations. Chances are that you will be involved in some sort of conflict in the near future.

3) //Overview//

[SLIDE]

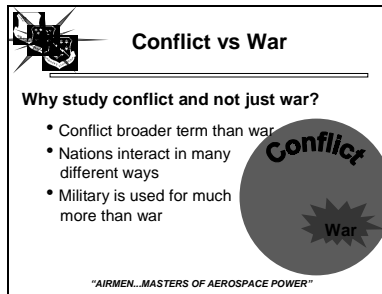


First we'll look at the broad range of situations that fall under conflict. One of these is Military Operations Other Than War. We'll examine MOOTW and the types of operations it entails. Next, we'll discuss what motivates our nation to enter conflict. We currently classify these motivations into three levels of national interest. Then we'll look at the tools nations use to pursue their interests. We call these the Instruments Of Power (IOPs). During this discussion we will look at a model for conflict and how the IOPs are used. From there we'll examine why nations stop fighting, and look at Engelbrecht's ideas on that subject. We'll finish with a discussion of end-states.

b. MP1: Elements of the Spectrum of Conflict. (0:20) (0:30)

{Instructor Note: a lot of the slides contain builds. [SLIDE] indicates the mouse click will bring up new slide, [BUILD] means a slide build will occur on existing slide.}

[SLIDE]



[BUILD]

LOQ: WHY DO WE STUDY CONFLICT AND NOT JUST WAR?

AR: It's our profession, there are lots of conflicts in the world, have not had a declared war since WWII. Conflict can escalate into war.

[BUILD]

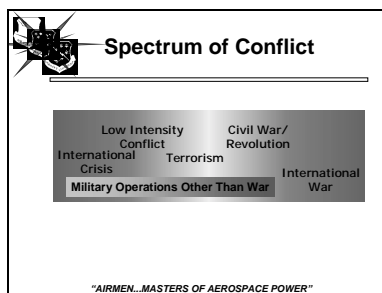
- Conflict is a broad term that encompasses the many non-war operations we perform.
- Nations interact in many different ways, some of which involve military action that is not classified as war.
- The military is used for more than just war.

(TRANSITION): LET'S BREAK THE TERM CONFLICT INTO BITE SIZE ELEMENTS.

LOQ: WHAT ARE THE ELEMENTS OF THE SPECTRUM OF CONFLICT?

AR: Expect a variety of responses.

[SLIDE]



{Instructor Note: Point out the different elements and how MOOTW overlaps several areas.}

Here are the ones we will talk about here at ABC.

- International crisis
- Low Intensity Conflict
- Terrorism
- Civil war/revolution
- MOOTW
- International war

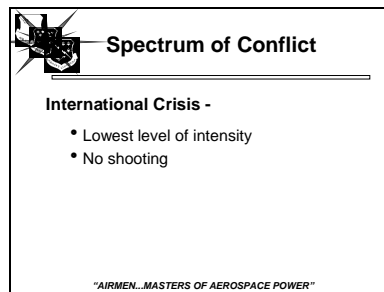
FUQ: WHAT ARE THE DIFFERENCES BETWEEN THESE?

AR: Levels of violence. Is the military used and how? Depends on who wins. Lots of overlap. What US interests are involved? What resources will we commit?

{Instructor Note: Each element has a slide that gives its definition. In addition the lesson plan lists several examples for each element.}

(TRANSITION): LET'S GO THROUGH EACH ELEMENT AND DISCUSS A FEW EXAMPLES OF EACH. THE FIRST ELEMENT IS INTERNATIONAL CRISIS.

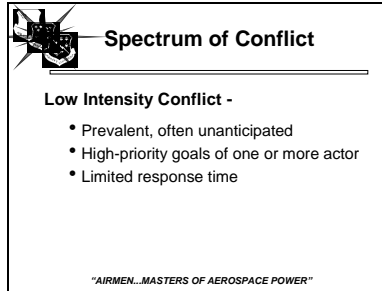
[SLIDE]



- International Crisis (IC) – lowest level of intensity, ceases to be IC when arms are used to resolve it.

Example: Iranian hostage crisis, Navy EP-3 in China, Japanese dumping 'cheap steel' on US markets in the 80s.

[SLIDE]

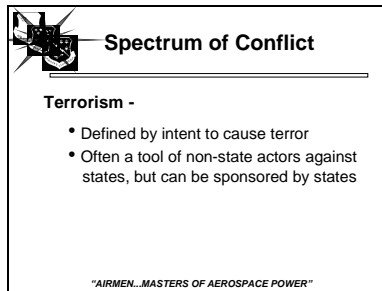


- Low Intensity Conflict (LIC) - very prevalent, usually involves high priority goals of one or more actor (nation state), there is a limited amount of time, the situation is often unanticipated, gateways to escalation are presented by overcoming inhibition against violence, weapons with increased capabilities, global interdependence.

Example: India and Pakistan over Kashmir region.

{Instructor Note: both India and Pakistan view Kashmir as of strategic importance (security). Kashmir has been a 50-year issue between these two countries. India views Kashmir as theirs and thus an internal problem; because 75% of Kashmir is Moslem, Pakistan thinks they have the right to self-determination. Kashmir is located on the Northern boarder of both countries.}

[SLIDE]



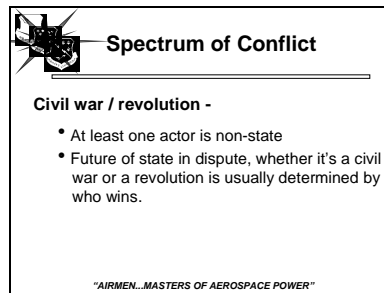
- Terrorism – Defined by the intent to cause terror, often a tool of non-state actors against states, can be sponsored by states.

Example: Nerve gas in Japanese subway, attack on USS Cole, bombing of federal building in OK City, World Trade Center bombing, Libyan sponsored bombing of West German discotheque in 1986.

{Instructor Note: to our way of thinking this is a difficult concept. Doesn't neatly fit on spectrum. Terrorist don't usually go after military targets, ie

they have a different target set. Furthermore, from their perspective this maybe a total war. Students may comment about this.}

[SLIDE]



- Civil war/revolution – whether it's civil war or revolution is usually determined by who wins. Conflict between two or more groups over future of a state, with at least one of the groups being a non-state actor.

Example: American Revolution, the Civil War, French Revolution, Colombia (Marxist rebels v. Colombian government).

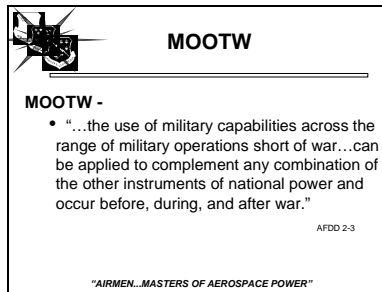
[SLIDE]



- International war – conflicts between states, carried out by states armed forces. Often not declared as war. Higher level of violence and more sustained than LIC.

Example: WWI, WWII, and Desert Storm.

[SLIDE]



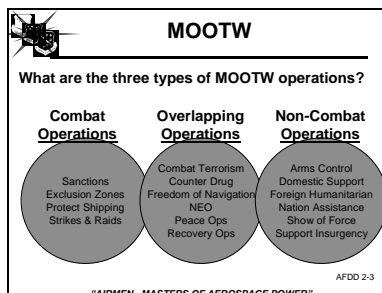
- MOOTW – a broad category of activities that encompasses much of the spectrum of conflict.

Example: flooding of Mississippi River, Florida/Montana fires, Haiti, Somalia, the rescue of doctor in Antarctica, drug interdiction in South America.

FUQ: WHAT ARE THE THREE TYPES OF MOOTW OPERATIONS?

AR: Typical combat operations, typical non-combat operations, and overlapping operations.

[SLIDE]



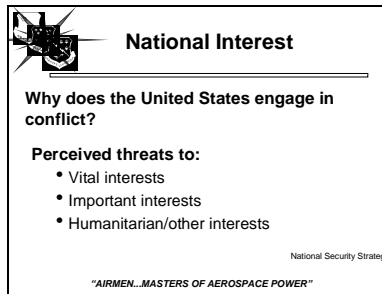
(TRANSITION): NOW THAT WE HAVE SOME IDEA OF WHAT CONFLICT IS, LET'S LOOK AT HOW NATIONS GET INVOLVED IN CONFLICT.

[SLIDE]

LOQ: WHY DOES THE UNITED STATES ENGAGE IN CONFLICT?

AR: Expect a variety of answers.

[BUILD]



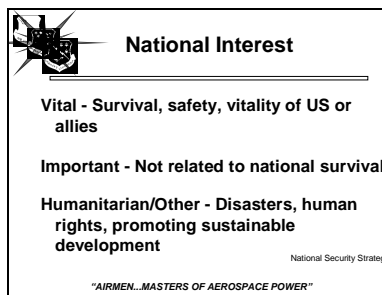
- There can be a number of reasons, but our National Security Strategy recognizes three main reasons: Our nation perceives threats to vital interests, or important national interests, or we engage for humanitarian/other reasons.

FUQ: DEFINE VITAL, IMPORTANT, HUMANITARIAN/OTHER.

AR: Allow for student responses.

Good Job, let's see what the school answer is.

[SLIDE]



According to the US National Security Strategy we have 3 interests and they are:

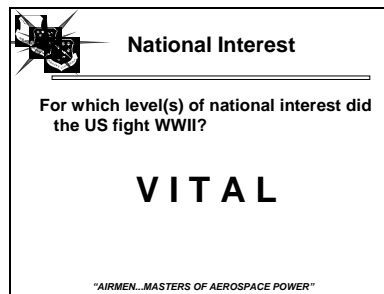
- Vital – matter of national survival, physical security of nation and allies, safety of citizens, economic well being, protection of critical infrastructures. (Cuban Missile Crisis)
- Important – matter that affects our way of life, not related to national survival. For example regions in which we have a sizable economic stake or commitments to allies, and crises with potential to generate destabilizing refugee flows.
- Humanitarian/Other – Disaster relief, violations of human rights, promoting sustainable development. (Somalia)

[SLIDE]

FUQ: FOR WHICH REASON(S) DID THE US FIGHT WWII?

AR: Allow student responses. Vital, Important.

[BUILD]



- Our way of life was at stake, so it was a **vital** interest. On December 7, 1941 the Japanese air fleet penetrated our border and nearly destroyed Pearl Harbor. You could try and argue it was 'important' and affected our way of life, but the **key is** our leadership felt our national survival was at stake. Based on your comments you can see these categories are not mutually exclusive, and depend a great deal on who is doing the defining.

Okay we've started to peel the onion back, who can recap what we've covered?

(INTERIM SUMMARY- Spectrum of Conflict, MOOTW, US interests)

{Instructor Note: Reemphasize points that gave students difficulty. Allow students to summarize what you've covered thus far.}

(TRANSITION): WE'VE TALKED ABOUT WHAT THE US NATIONAL INTERESTS ARE, NOW LETS TALK ABOUT WHAT TOOLS WE USE TO PROTECT OUR INTERESTS.

MP2: Instruments of Power. (0:30) (1:00)

[SLIDE]

LOQ: WHAT TOOLS DO NATIONS USE TO GET THEIR WAY.

AR: Political pressure, military force, economic sanctions.

Peace – We can define peace as an environment of mutual acceptance of national interests and objectives. Basically the nations accept the status quo and there is no conflict.

Moving to the next phase, **Dispute**, occurs when two or more nations' goals and objectives become incompatible. One nation feels another nation is threatening its national interests. The primary IOP is political/diplomatic. An example might be the situation in the Spratly Islands.

{Instructor Note: Ask the flight if anyone knows about the Spratly islands, if not you can fill them in. The Spratlys are a sparsely inhabited chain of islands in the South China Sea. Five separate countries claim portions of the islands. In 1995, the Philippines discovered Chinese structures on Mischief Reef, a Spratly Island in Philippine waters. At this point, both nations' interests were at odds. It is important to note there were no hostilities at this time; however, a dispute had arisen.}

(TRANSITION): HOWEVER, IF BOTH SIDES ARE UNABLE TO NEGOTIATE A SATISFACTORY SOLUTION TO THE DISPUTE, THEY COULD END UP AT THE NEXT PHASE.

The **Pre-hostilities** phase is marked by the presence of the military IOP. For some reason the dispute couldn't be settled using the other IOPs so at least one side perceived the need to use the military. At this point the primary IOP is still political/diplomatic, but the military is on the rise. Desert Shield is a good example in which the coalition used troop mobilization, shows of force, and force deployments.

Nations often tend to bluff during this phase, threatening the use of military power, but not actually intending to use it. This can be very dangerous. Keep this in mind as you learn some of the history in the 3000 series. Did the world follow this model?

(TRANSITION): MANY TIMES THE DISPUTE IS ACTUALLY SOLVED AT THIS PHASE. BUT, AS EACH SIDE BECOMES MORE FIRMLY ENTRENCHED IN THEIR POSITION, THE POSSIBILITY OF COMPROMISE OR RESOLUTION BECOMES MORE REMOTE, AND WE ENTER INTO THE NEXT PHASE OF CONFLICT.

After all the political posturing and threats have failed to bring about a solution you enter the **Hostilities** phase when at least one side may decide to actually employ the military IOP. Basically, the hostilities phase consists of organized and systematic violence undertaken by the armed forces of any party to a dispute. Turning once again to Desert Storm, when we turned the lights off in Baghdad, definitely a hostile act. Or another **example** is turning air power loose over Kosovo.

LOQ: NOW THAT WE'VE ENTERED THE HOSTILITIES PHASE, WHAT INSTRUMENTS OF POWER ARE EMPLOYED?

AR: Military, Political, Economic, and Information.

Even though the military IOP is preeminent during this phase, political/diplomatic and economic instruments of power can also be employed (political negotiations, economic sanctions and embargoes, etc.). Information IOP plays an important role across all phases, with the types of information operations changing between each phase.

(TRANSITION): THE NEXT PHASE OCCURS WHEN ALL PARTIES TO A CONFLICT CEASE ORGANIZED HOSTILITIES (VIOLENCE) AND THAT IS THE POST-HOSTILITIES PHASE.

Post-Hostilities -Conflict may not be resolved yet; open hostilities have merely ceased. This is when most conflict resolution activities take place.

The post-hostilities phase may be arrived at very abruptly. Once it starts, negotiations begin in an attempt to reach a settlement; however, hostilities could still resume at any time, until the conflict is resolved. The political/diplomatic IOP becomes the primary player at this point, but other instruments of power still play a critical supporting role. During this period, there may be a need for military operations other than war (MOOTW) such as humanitarian assistance, environmental cleanup, and peacekeeping efforts. A recent **example** of this is the Palestinian/Israeli conflict or even North and South Korea.

{Instructor Note: the Palestine/Israel conflict has had numerous cease-fires and peace-talks and in the 60's there were US troops on the border between the two

sides. N/S Korea still has US troops on the border. The US has used economic incentives in both disputes to try encourage peace.}

(TRANSITION): EVENTUALLY, SOME TYPE OF FORMAL AGREEMENT MAY BE REACHED, AND WE MOVE INTO THE NEXT PHASE.

Settlement - Settlement is a period of time marked by progressive approaches to resolving the dispute, and ultimately the conflict. At this point the desired end-state is achieved. That is why mapping out the desired end-state during the pre-hostility or conflict stage is so critical.

During the settlement phase additional disputes may arise. These disputes maybe resolved and peace achieved. If not resolved hostilities could resume. Consider the Gulf War. We are still somewhere in the settlement phase, transitioning between hostilities, post-hostilities, and post-hostilities dispute. It should be obvious that a final settlement has not been achieved.

If settlement is achieved, we don't automatically transition back to peace. The American Civil War is a perfect example. Settlement was achieved when the Northern occupation troops were withdrawn from the South. Yet there were still "carpet baggers" (Northerners sent to run the South during Reconstruction) roaming the South, and it took years before both sides once again reached a mutual acceptance of each other's interests and objectives.

The Conflict Resolution Model is not clear-cut, and this is only one way to display the process. The lines between phases are not always clearly defined, and nations might be in different phases at the same time. For example Israel could feel they are in the pre-hostility phase while the Palestinians feel they are still in hostility phase. However, by looking at the six phases a conflict may progress through, you should have a better understanding of how conflicts develop. Because the Conflict Resolution Model covers the entire spectrum of activities leading to conflict resolution, it provides you with a framework with which to view the current world situation.

FUQ: ARE THERE SITUATIONS IN WHICH SOME IOPS ARE MORE LIKELY TO BE USED THAN OTHERS?

AR: Allow student responses.

FUQ: THINK ABOUT OTHER COUNTRIES AND THEIR IOPS. HOW WOULD THEY DEAL WITH THE SAME SITUATIONS?

AR: Allow student responses. Japan-economic IOP, N Korea-military IOP.

{Instructor Note: Use the following timeline with your students to show them how all the Instruments of Power work together to benefit from their synergistic effect. Give the students some time to read the slide, then mention one or two of the bullets.}

(TRANSITION): NOW THAT WE HAVE TALKED ABOUT THE INSTRUMENTS OF POWER AND THE CONFLICT RESOLUTION MODEL, LET'S LOOK AT DESERT STORM AS AN EXAMPLE.

[SLIDE]



Instruments of Power
Example: Desert Storm

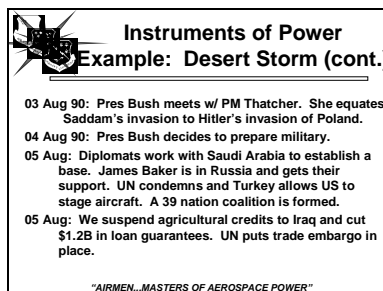
- 28-30 May 90: Iraq declares Kuwaiti oil overproduction "economic warfare"
- 15-17 July 90: Iraq says Kuwait stealing oil from Rumaila oil field
- 22 July 90: Iraq starts military buildup
- 25 July 90: US Ambassador Glaspie meets Hussein
- 02 Aug 90: Iraq invades Kuwait
- 03 Aug 90: NSC meets w/ Powell and briefs military plan

"AIRMEN...MASTERS OF AEROSPACE POWER"

{Instructor Note: due to oil overproduction, for a 1\$ drop in oil prices Iraq lost \$1Billion per year. Let the student read the slide as you read the narrative below.}

We've already left peace behind and once the dispute phase arrives it is quickly followed by the pre-hostilities phase. Iraq quickly moves into the Hostility phase by invading. Meanwhile the US is heavily using the diplomatic and economic IOPs to try and persuade to withdraw from Kuwait. Once it becomes apparent Iraq won't withdraw the US begins moving through the phases.

[SLIDE]



Instruments of Power
Example: Desert Storm (cont.)

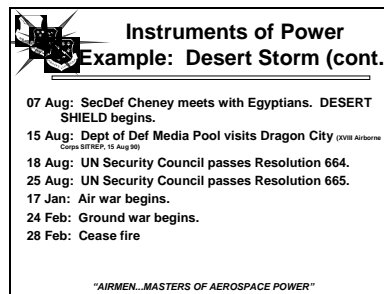
- 03 Aug 90: Pres Bush meets w/ PM Thatcher. She equates Saddam's invasion to Hitler's invasion of Poland.
- 04 Aug 90: Pres Bush decides to prepare military.
- 05 Aug: Diplomats work with Saudi Arabia to establish a base. James Baker is in Russia and gets their support. UN condemns and Turkey allows US to stage aircraft. A 39 nation coalition is formed.
- 05 Aug: We suspend agricultural credits to Iraq and cut \$1.2B in loan guarantees. UN puts trade embargo in place.

"AIRMEN...MASTERS OF AEROSPACE POWER"

{Instructor Note: Let the student read the slide as you read the narrative below.}

Once again the US uses the Political IOP to get forward basing in Turkey and Saudi Arabia. Even though we show a date don't forget political talks had been going on for a while. We continue the economic pressure on Iraq.

[SLIDE]



This slide shows the US using its Political IOP on the world stage (Media Pool) to gain support in the UN. Once this is accomplished the US enters the Hostility phase and the lights go out in Baghdad. Post-hostilities occur with the cease-fire on 28 Feb.

{Instructor Note: UN 660 (2 Aug) condemns the Iraqi invasion, UN 661 (6 Aug) put economic sanctions in-place, UN 662 (9 Aug) declared the annexation of Kuwait null and void. UN 664 (18 Aug) Demanded Iraq depart Kuwait and that Iraq help third-state nationals leave Iraq/Kuwait. UN 665 (25 Aug) Determined to bring an end to the occupation of Kuwait and restore the legitimate government, mentions member states sending maritime forces to the region to assist Kuwait.}

We've gone a little deeper, who can recap what we've covered?

(INTERIM SUMMARY- IOPs and Conflict Resolution Model)

{Instructor Note: Reemphasize points that gave students difficulty. Allow students to summarize what you've covered thus far.}

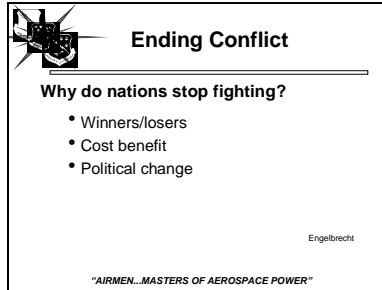
(TRANSITION): NOW THAT WE KNOW SOMETHING ABOUT WHY NATIONS FIGHT AND THE TOOLS THEY USE, LET'S LOOK AT WHAT CAN MAKE NATIONS STOP FIGHTING.

d. MP3: War Termination (0:15) (1:15)

[SLIDE]

LOQ: WHY DO NATIONS STOP FIGHTING?

AR: Run out of money, Lack of support by the people, accomplish the objectives.



[SLIDE]

{Instructor Note: Col Engelbrecht wrote his PhD thesis at Columbia university on War Termination. In it he discusses 4 reasons, we mention 3 of them. Some of the students may disagree with the examples, but this is in sync with ACSC. Point out that these theories are based on rational people.}

Engelbrecht's three reasons:

Winner/loser: This theory implies the military situation is the deciding factor regarding the termination of war. It simply states that one state wins the war, while the other loses. Theoretically, each side analyzes its position after every major battle. When it finds it can no longer physically, psychologically or politically continue fighting, it seeks an end to the war. Generally, the loser determines when the fighting stops because as long as one side continues to fight, the war cannot end.

An example is Germany in World War II. After the battle for Berlin, Germany lacked the resources, organization and will to continue any effective resistance.

Situations falling under this theory are becoming less and less likely to occur in modern times. Our military is exploring strategies to preclude this wholesale destruction. The concept of Strategic Control entails rapidly seizing the initiative to control an adversary's ability to act, minimizing the use of violence as a political tool, and giving national leaders the greatest number of options to resolve the conflict.

The next reason is **Cost benefit**: This proposition says a party will seek its war objectives until it reaches a point where the marginal costs of continuing the war are not worth the objective. After that point, the party's leaders will decide to try to end the war. This situation was common as imperialist countries began to give up many of their colonies rather than continue to pay the price necessary to defend or control them. An example would be Great Britain and many of its colonies such as America and India, the effort to hold on to these possessions was deemed not worth the cost.

Both the winner/loser and the cost-benefit theories are considered rational theories, because they both rely on reason as a source for their behavior.

The final reason we'll discuss is **Political change**: This theory states that statesmen who lead their country into war become too committed to the war effort to make rational decisions, or to change their beliefs regarding the war. They become so absorbed in the conduct of the war that they unconsciously distort what they know in order to leave their current perceptions intact.

For this reason, fighting often continues long after a rational calculation would have ended the war. Often, in these cases, the fighting ceases when the leadership changes and the new leader is less committed to the war.

Many people feel that the United States withdrew from Vietnam based on a rational cost-benefit decision. Others argue that we had long passed the point where we should have ended the war based on a cost-benefit analysis. They point out that serious efforts to end the war didn't begin until Nixon replaced Johnson as President. Therefore, this conflict was ended by a political change.

FUQ: WHAT ASSUMPTION DOES ENGELBRECHT MAKE WITH THESE CATEGORIZATIONS?

AR: He's taking for granted that the principals involved act rationally during war.

(INTERIM SUMMARY)

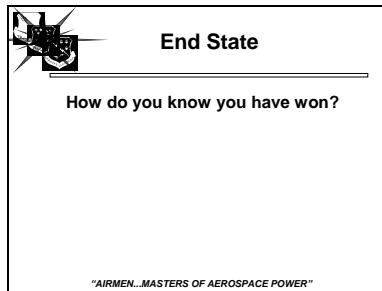
{Instructor Note: Reemphasize points that gave students difficulty. Allow students to summarize what you've covered thus far.}

(TRANSITION): OF ALL THE THINGS WE'VE COVERED SO FAR PERHAPS THE MOST IMPORTANT IS TO KNOW NOT WHY A NATION MAY FIGHT, OR WHAT MAY CAUSE A NATION TO STOP FIGHTING, BUT INSTEAD, TO KNOW WHAT WE ARE FIGHTING TO ACHIEVE. IN OTHER WORDS, WHAT IS OUR DESIRED END STATE?

e. MP4: End States. (0:10) (1:25)

[SLIDE]

LOQ: HOW DO YOU KNOW YOU'VE WON?



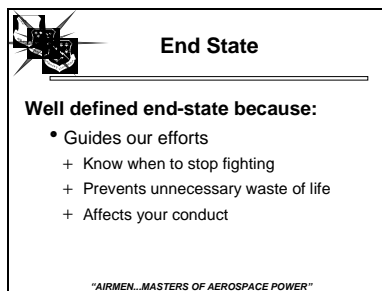
AR: Winning is not a clearly defined concept, no-one wins, you get your way.

{Instructor Note: Students will offer several possible answers, leading to the conclusion that “winning” is not a clearly defined concept. If they don’t grasp this, ask them why, if we won the Gulf War, we are still bombing Iraq, and if we won in Kosovo, why our troops are still there.}

FUQ: WHAT IS THE IMPORTANCE OF A WELL-DEFINED END STATE?

AR: Allow for student responses.

[SLIDE]



- We should have a desired end-state in mind before we begin. If we don't know where we're trying to go, chances are we'll never get there. Having a clear objective or end-state will guide our efforts. This will make it easier to know when to stop fighting. Second, this one is important to us as soldiers, hopefully a clear end-state will prevent the unnecessary wasting of life. Finally, your desired end-state will affect how you conduct yourself during conflict. For example, in the 1967 6-day war, Israel stopped advancing short of capturing Cairo, because the desired end-state was a sustainable peace, not conquest.

(TRANSITION): NOW THAT YOU HAVE SOME BACKGROUND ON CONFLICT LETS ASK YOU A FEW QUESTIONS FROM THE AIRMANS PERSPECTIVE.

{Instructor Note: Prepare students for upcoming lessons with the following questions.}

LOQ: WHAT ASPECTS OF AEROSPACE POWER LEND THEMSELVES TO RESOLVING CONFLICT?

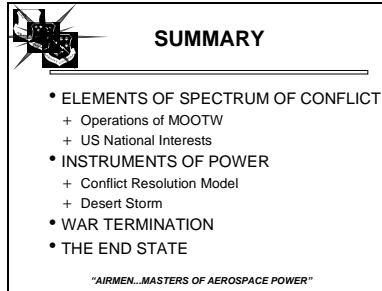
AR: The core competencies. (Air and Space Superiority, Information Superiority, Rapid Global Mobility, Global Attack, Agile Combat Support, Precision Engagement)

LOQ: HOW IS AEROSPACE POWER UNIQUELY SUITED TO DEALING WITH DIFFERENT LEVELS ON THE SPECTRUM OF CONFLICT?

- Rapid global mobility allows speedy evacuation of noncombatants in times of crisis.
- Our spec ops capabilities are well-suited to LIC.
- Our Intel, Surveillance, Reconnaissance (ISR) can contribute to combating terrorism.
- Etc.

f. Conclusion (0:05) (1:30)

[SLIDE]



Summary: This lesson on conflict covered the spectrum of conflict, levels of US national interest, IOPs, reasons nations may stop fighting, and the importance of the end state.

Remotivation: To say the job of the military is to fight and win the nation's wars is really an oversimplification of what we do. The military IOP, like the others, is used in many situations apart from war. To perform our role as effectively as possible, we need to understand not just war, but the entire nature of conflict.

Closure: This concludes the lesson on Conflict. Are there any questions?

